

Missionary Education

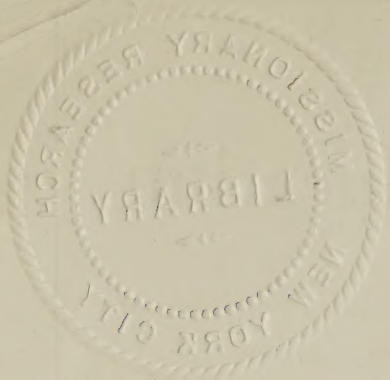
A Brief Statement of the Essential Principles of
Missionary Education and Suggestions for
Using Them in the Local Church

By JOHN BAILEY KELLY

BOARD OF CHRISTIAN EDUCATION OF THE
PRESBYTERIAN CHURCH IN THE U. S. A.
DEPARTMENT OF MISSIONARY EDUCATION

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FOREWORD

No Christian education is sound which does not produce a missionary person, since missions is of the essence of Christianity. On the other hand, missionary education suffers in program and organization when it is regarded as separate and apart from the program and organization of Christian education in the home and Church.

HAROLD MCA. ROBINSON.

SYLLABUS

of lecture on

A Church Program of Missionary Education

by

JOHN BAILEY KELLY

General Director of the Department of Missionary Education

This is not in any sense a complete statement either of principles or practice but merely an outline to suggest the major considerations for those who are responsible for directing activities in this field of Religious Education.

THE DEPARTMENT OF MISSIONARY EDUCATION
OF THE BOARD OF CHRISTIAN EDUCATION OF THE
PRESBYTERIAN CHURCH IN THE U. S. A.
156 Fifth Avenue, New York, New York

A CHURCH PROGRAM of MISSIONARY EDUCATION

The Place and Importance of Missionary Education.

The missionary work of the church is absolutely dependent on educational work in order to produce an intelligent and enthusiastic support at the home base.

The religious education of the individual christian requires the inclusion of missionary education in the curriculum.

The vitality of the local church is determined by the loyalty and vision of its members.

The Scope of the Program of Missionary Education.

It must be carefully graded to suit the age and intelligence of those who are to receive its instruction.

It should aim to give adequate information about the work of the church in all lands and in all portions of our own land, to all the members of the church and their children.

It should include instruction in the duty and privilege of intercession.

It should embrace service activities both as an expression of interest and sympathy, and for the purpose of meeting human needs. The relation of the benevolences to education.

The Church School as a Field for Missionary Education.

It is the ideal place for introducing such a program.

It will require a teaching staff with missionary interest, vision and technique.

It presents the following principal avenues for instruction:

- a. The platform. Methods and frequency of presentation.
How to make the most of the Missionary Sunday.
- b. The classes. The Bible as a missionary book. Illustrative material. Supplemental lessons. The Missionary Room.
- c. Using the eye and hand. Pictures and their use. Projects.
Service activities.

The opportunities presented by the Daily Vacation Bible School and Week Day Session.

Missions in Other Phases of the Church's Program.

- The Women's Missionary Society and its program.
- Missions in the Young People's societies. The Presbyterian Program for Young People.
- Special objects as a means of stimulating interest and assisting in the educational process.
- Stereopticon and Moving Pictures.
- The use of Pageantry and Dramatics.

The Church School of Missions.

- What it is and how it works.
- Value of the discussion group method in missionary education.
- The mission study class.
- Steps to be taken in preparing for a School of Missions.

The Pastor's Part in Missionary Education.

- The natural leader as well as the initiator.
- Creating missionary atmosphere in the pulpit.
- Missionary sermons and addresses. Should outside speakers be brought in?
- The use of missionary literature.
- The pastor's responsibility for the program.

Organization Necessary.

- The church missionary committee. How appointed? How related to church organizations? Relation to Church Council of Religious Education.
- Co-ordinating benevolence funds and educational program.
- Organizing the Presbytery for Missionary Education.

Help to Be Had from the Department of Missionary Education.

- Suggestions and advice.
- Helps for leaders of study classes and program meetings.
- Normal Training Conferences and Institutes.

BIBLIOGRAPHY

For those who desire to pursue the matter further the following materials are available and are recommended. They may be obtained through the Department of Missionary, 156 Fifth Avenue, New York.

BOOKS

- MISSIONARY EDUCATION IN THE LOCAL CHURCH,
by Herbert Waldo Hines, Ph.D.
Board of Education of the Northern Baptist Convention. \$0.90
- MISSIONARY EDUCATION IN THE HOME AND SCHOOL, *by Ralph E. Diffendorfer*
Abingdon Press. \$2.00
- MATERIALS AND METHODS OF MISSIONARY EDUCATION IN THE LOCAL CHURCH,
by Herbert Wright Gates, D.D.
Teacher Training Publishing Association. \$.....
- TRAINING WORLD CHRISTIANS, *by Gilbert Loveland*
Methodist Book Concern. \$1.25
- WORLD FRIENDSHIP THROUGH THE CHURCH SCHOOL, *by John Leslie Lobingier*
University of Chicago Press. \$1.25
- THE MISSION STUDY CLASS LEADER, *by T. H. P. Sailer*
Missionary Education Movement. \$1.00

PAMPHLETS

of the Department of Missionary Education, free on request.

- MISSIONARY EDUCATION, *by John Bailey Kelly*
- MISSIONS IN THE CHURCH SCHOOL, *by John Bailey Kelly*
- MISSIONARY EDUCATION IN THE SUNDAY SCHOOL, *by John M. Somerndike*
- WHAT IS A SCHOOL OF MISSIONS, *by John Bailey Kelly*
- HOW VERNON CENTER GOT THE VISION, *by John Bailey Kelly*
- SPIRITUAL POSSIBILITIES IN MISSIONARY EDUCATION,
by Katharine V. Silverthorn
- THE PASTOR AND THE MISSIONARY MOVEMENT, *by Hugh T. Kerr*

MISSIONARY EDUCATION

The growing importance attached to missionary education has led to the establishment of a Department of Missionary Education in the Board of Christian Education. This is a recognition at once of the importance of the subject and of the place that missionary education ought to occupy in the religious education program of the Church.

In this little manual will be found a discussion of the essential principles underlying the work of missionary education and the suggestions of particular plans by which these principles may be worked out in the local church and in the presbytery. More complete information may be obtained by applying to the Department with requests for additional help on particular problems connected with any phase of the development of the program.

THE REASONS FOR MISSIONARY EDUCATION

Our Lord Jesus Christ began his ministry by preaching the gospel of the Kingdom. This was the burden of his message throughout the period of his earthly service. After the selection of his disciples, he commissioned them as his representatives to go out and preach the same gospel. Before he finally left the world, he charged them to carry the message into all the world and "make disciples of all the nations." This has been the great work of the Church from that day to this. In fact, it is the reason for the existence of the Church as an organized society. Our Lord left only a company of followers, bound together by the invisible ties of fellowship with one another and of loyalty to himself, and charged with a task of gigantic magnitude, nothing less than making him known to all the world. When they undertook to carry out this task, they found that some sort of organization was absolutely necessary. In the great missionary work of our own Church to-day we have the answer of our denomination to the Great Commission of our Lord.

But it is clearly evident that mere organization will not suffice and that the task of spreading the knowledge of the Kingdom cannot be performed by Boards or other similar agencies alone. It is the enterprise of the whole Church and calls for the participation of every member. Its success depends not only upon the devotion of the missionaries upon the field but also upon the cordial and hearty support which they receive in the prayers, the sympathy, and the giving of those at home. Our ideal is a Church aroused, informed, and zealous concerning the building of Christ's Kingdom.

A thorough and earnest study of what is being done through mis-

sionary agencies for the extension of the Kingdom of Christ is bound to be of benefit to any company of Christians. Testimony is not lacking from scores of churches which have been saved from death and aroused to new enthusiasm by mission study. Hundreds of churches have found that the quickening of their interest in the missionary cause has deepened the loyalty of their people to the local enterprise and strengthened the life of the entire Church. Altogether aside from the benefits that will result in any church from facing its missionary responsibility and informing itself concerning the missionary task, there is untold benefit to the individual who participates in such study. It lifts the horizon and broadens the vision. It is scarcely possible for anyone to study the work that is being done in the name of the Master in the many nations which have been entered in his name and to remain provincial. The only true internationalism is in the Christian conception that all men everywhere are the children of God.

In addition to all this there comes a warming of the heart and a stirring of the conscience which results in a quickening of the whole spiritual life. Instead of talking about missions as something far away or outside the sphere of ordinary interest, we begin to think in terms of the specific work with which we have become familiar, and of the lives of those flesh-and-blood missionaries who, as our representatives, are carrying on the work in the name of our Master. The result of this is a renewed loyalty and a willingness to take up the task immediately at hand and to do it better than ever before.

THE RELATION OF MISSIONARY EDUCATION TO RELIGIOUS EDUCATION

The program of mission study is not something apart from the regular work of the Church; nor is it an elective to be taken by a select few within its membership. Just as missionary work is a vital part of Christ's program for his Church, so that phase of Christian education which relates to the missionary enterprise is an integral part of the process of religious education which is essential to the development of a fully rounded Christian character. More and more we are coming to realize just how important religious education is in developing Christian knowledge and character. We are also coming to realize that there is no adequate religious education which does not make a large place for missionary education. It was for this reason that the Department of Missionary Education was established in the Board of Christian Education. By this arrangement missionary education takes the place which belongs to it as an integral part of the educational program of the Church. It is the logical corollary of this

proposition that, in the program of the local church, missionary education should be built into the complete religious education program in the same way. So far as the Board of Christian Education is concerned, the Department of Missionary Education is one of its constituent parts, and takes its place along with the other Departments which are trying to build up the several elements of the religious education program in that field. The general director of the Department sits in the staff councils of the Division and of the Board in order that missionary education may be made a vital part of the whole educational program. At the same time the Department stands in the closest possible relation to the Boards of Foreign and National Missions, thereby keeping in touch with the actual work being done on the field at home and abroad. The three Boards are equally represented in the Coöperative Council which formulates the policies and program of missionary education for the Church and determines the type and quantity of material which may be necessary for carrying on the work. The actual materials, however, are produced by the Mission Boards because of their familiarity with the work upon the field. Write to the Department of Missionary Education for missionary material and for help in organizing mission-study classes or introducing missionary education into any of the organizations of the church, such as the Sunday school, Vacation Church School, Week-Day School of Religion, young people's societies, or the organizations of women.

THE PRINCIPLES OF MISSIONARY EDUCATION

AIMS It is well to stop at this point to consider just what we are trying to do in carrying out a program of missionary education in the local church. Among the objectives we may list the following as the more essential:

1. **Intelligent information.** The giving of information about the mission fields in our own and other lands, including an intelligent insight into the problems and difficulties which confront the missionary in trying to establish the Kingdom of God.

2. **Keener interest.** The stirring of a deeper interest in the work of the Kingdom, in the missionaries who are doing the work and in the Christian converts who are the fruit of their missionary labors.

3. **Right attitudes.** The study of missionary motives and problems of racial and religious backgrounds of the growing national

leadership should develop truly charitable racial attitudes and new controls and habits in missionary thinking and relationships.

4. **Enlarged faith.** The giving to the people of our churches that inspiration which comes from a more intimate knowledge of the triumphs of the cross and the success of a great and successful Christian enterprise. Our faith in God is kindled by the contemplation of his work. As we see the actual results of missions, we are more than ever convinced that the gospel of Christ "is the power of God unto salvation."

5. **Deepened Prayer life.** Intercession. One of the frequent injunctions of Scripture is that we should pray for one another. Intelligent and earnest prayer springs only from definite knowledge of the needs of those for whom we pray. Missionary education makes such prayer possible.

6. **Intelligent participation.** Intelligent participation in the missionary cause through gifts of money, time, and service, and by the stimulation of others through contagious enthusiasm.

SCOPE When we consider the scope of missionary education in the local church, we ought to plan our program on an adequate basis. Our goal is the whole church studying the whole task in a whole-hearted way as a means to a full knowledge of the church's enterprise and an adequate share in it. This implies carrying missionary education into the program of all the organizations of the church. Ample provision should be made for the children and young people, as well as for those of more mature years, and a variety of methods should be used, due consideration being given to the adapting of the methods to the circumstances of those who are to be reached.

METHOD The process by which we learn is also to be considered in attempting to outline such a program. An old college professor used to say frequently to his classes that "repetition is the trick of memory." There is also a Biblical injunction about "precept upon precept; . . . line upon line; here a little, there a little." The essential thing to bear in mind is that the depth of the impression upon consciousness depends upon the emphasis. The carpenter does not drive a nail with one blow. Missionary education is not achieved by a single missionary address.

It will be perfectly apparent that all the steps in the processes of learning are not likely to take place either by a large group of people listening to an address or by one person sitting down and reading a book. The classroom method is therefore the one usually employed

by our schools and other educational institutions for insuring the complete rounding out of the educational process. Only in this way can one be sure of taking all of the steps enumerated above. When a small group of people, not more than twelve or fifteen generally, sit down together under wise leadership to discuss fully and in an unhurried manner the results of their reading and study as individuals, there is an opportunity for the orderly processes of the mind to exercise themselves with the result that a deep and lasting impression is made upon the consciousness. It is, moreover, the most interesting way to approach the study of any problem. It will be noticed that the phrase "wise leadership" was used. This does not imply unusual gifts either of skill or of experience, but it does imply that whoever undertakes the leadership of such a class should be able to awaken interest and to guide discussion. It is possible to allow discussion to go too far and to wander off into a consideration of things that are both immaterial and trivial or, on the other hand, to shut off the discussion just as it is becoming interesting and before the several members of the group have had the opportunity of making their contribution to it. The wise leader will avoid both of these extremes. The mission-study class will be described later as an exemplification of this method in missionary education.

GENERAL METHODS OF MISSIONARY EDUCATION

While this bulletin is concerned primarily with the intensive type of missionary education represented by the mission-study class, the school of missions, missionary instruction in the church school, and similar forms of activity which are the special responsibility of the Department of Missionary Education, there is another type involving a more popular presentation of missions which for the sake of completeness ought not to be passed over. Some suggestions are therefore given at this point as a means of helping to set up a fully rounded program of missionary education in the local church.

1. **The use of the pulpit.** The preaching of missionary sermons and the giving of missionary information through addresses in the Sunday and midweek services, both by the pastor and by missionaries as they may be available, are the principal means to be used here. In addition to the message, there is such a thing as **missionary atmosphere**, created by the singing of hymns which have the background of a Kingdom vision, the reading of Scripture passages which deal with the upbuilding of the Kingdom, and especially by prayer and intercession in which the missionary cause is brought frequently before the minds of the

people in the expression of their public petitions. Some pastors keep "The Year Book of Prayer for Missions" in the pulpit and make it their custom to pray for the missionaries by name throughout the year.

2. **Stereopticon lectures and motion pictures.** These are prepared and furnished by the Central Distributing Department for a nominal rental through the various depositories located at central points throughout the country. Almost every church now has its own stereopticon and by means of these lectures can utilize both the eye and ear in bringing the missionary message before the people. Special lectures have been prepared for Sunday schools and are available for use with children. Motion pictures are now also being made available.

3. **Literature.** Much material is prepared by the Boards and furnished for distribution among the people. Each Board furnishes at least one general leaflet on its work, in desired quantities and without cost, to be used in this way. Such literature should be used wisely in order to get the maximum results with the minimum of waste. Preferably it should be sent out by mail or by special messenger into the homes of the people. It may profitably be distributed through the group leaders in churches which are so organized. Perhaps the poorest way to distribute literature is to place it in the pews before the Sunday service. The people give it a hasty and superficial reading while they ought to be worshipping God, and then leave it to litter up the pews when they go home. Having tried to do two things at once, they have succeeded in doing neither. If literature must be distributed at church, let it be placed in the hands of the people as they are leaving, to be carried home and read there.

4. **Exhibits.** These require careful planning but are of unquestioned value when proper preparation has been made. They have the advantage of providing an exceptional outlet for missionary interest and of giving the people something practical to do toward helping on the general cause. Children especially can be enlisted in the preparing of missionary exhibits. Usually the different countries or different groups within our own country are assigned to groups in the local church, the material and curios being collected and arranged by these several groups. In general, the best results are obtained by working up the exhibit locally rather than trying to rent or secure from other outside sources the necessary materials. This type of work makes an admirable project for Sunday schools and children's organizations.

5. **Missionary sociables.** These gatherings serve the purpose of ministering to the social life of the people of the church by giving them an occasion for fellowship and social intercourse and at the same time quickening their missionary interest. For further information concerning these activities write to the Department of Missionary Education in New York City.

6. **A bulletin board.** Such a board conspicuously displayed in the church, or in the Sunday school, or both, may be used advantageously to display pictures, posters, clippings, and similar means of giving information and stirring interest through the eye. No time is taken and attention is not diverted from worship or Bible study by the use of this method. Frequent changes should be made lest any such display become stereotyped or stale.

7. **Reaching the outside public.** There are many who do not come to church or Sunday school to whom the missionary message ought somehow to be brought. Items of missionary information which are of the nature of news will be eagerly accepted by the local newspapers and it is not infrequently possible to secure the opportunity for missionaries to address civic organizations, such as women's clubs, Rotary and Kiwanis clubs, and similar organizations, or to speak over the radio from local broadcasting stations.

INTENSIVE METHODS OF MISSIONARY EDUCATION

When we come to a discussion of the intensive methods of missionary education for which the Department of Missionary Education is primarily responsible, we list the following forms of activity:

1. **Mission-study classes.** These are small groups using textbooks and meeting weekly either in the church or in the homes of the members for a period of six or eight weeks. A printed pamphlet on mission-study classes is available.

2. **The church school of missions.** This school is the expansion and application of the mission-study-class idea to the whole church. Groups are formed on the basis of age and natural association, and they usually meet simultaneously in the church. Sunday evening or the hour of the midweek service are the common times for such a meeting. It begins with a devotional service, after which the groups separate for study, coming together for a closing period of prayer before dismissal. (See free leaflets, "What Is a School of Missions?" and "Is a School of Missions Worth While?")

3. **Reading circles and reading contests.** The reading of missionary books is promoted, with or without meeting for discussion of what has been read. For a fuller description of ways in which this may be done, consult the Department of Missionary Education.

4. **Program meetings.** This method is commonly used in the monthly concert of prayer for missions, in women's missionary societies, and in young people's meetings. Sometimes a mission-study book is made the basis for a series of programs. Sometimes an independent list of topics is arranged. In either case variety should be sought, and a large number of people should be interested rather than calling upon a few to participate over and over again. The value of this method is largely in the number of people whom it engages through the assigning of a definite participation. There is a wealth of material in the form of stories from the mission field, published by the Mission Boards, available for use in working out such programs.

5. **The relay class.** This is a method which has been used somewhat in women's missionary societies for covering a mission-study textbook in one day. Each chapter of the book is reviewed briefly by one or more different individuals with a break for luncheon midway in the program. The method is superficial at best and not an adequate substitute for mission study.

USING THE ORGANIZATIONS

In applying the various methods outlined above, it is well to keep in mind the organization in the local church through which missionary education may be promoted. These are as follows:

1. **The church services.** These include the midweek as well as the Sunday services. For these the church school of missions is one of the most important methods available.

2. **The Sunday school.** This is, or ought to be, the church organized for its work in religious education. Missionary education must, of course, bulk large in its program. The place above all others to introduce missionary education in the Sunday school is in the curriculum itself. Many of the lessons have a distinct missionary application. Our problem here is largely a problem of helping Sunday-school teachers to see the missionary implications of the Bible truths. When we have a teaching force thoroughly alive to the fact that the Bible is not merely a handbook of historical facts but a repository of eternal principles, we shall

have a teaching force that sees the importance of relating Bible facts to modern Christian history, and Bible truth to the present-day experience of the Church. The spontaneous evangelism of the early Church and the modern missionary crusade have something more than a merely fortuitous relationship. There is tremendous value in carrying over the Bible lesson into the actual life of the Church to-day, showing how the facts and teachings of the New Testament are duplicated on many mission fields and thus making the Sunday-school lesson live in the present-day Christian enterprise. The Board of Christian Education is endeavoring, through those who prepare the quarterlies and the teacher's helps on the Sunday-school lessons, to bring this missionary point of view into the discussion of the lesson material. It needs the coöperation of those who actually do the teaching in the church schools to make it most effective.

In addition to the missionary atmosphere which ought to pervade the applying of the Bible truth in the period of lesson study, there is also an opportunity for bringing the missionary point of view before the school or its several departments in the opening period of worship. Many schools set aside one Sunday in every month as a missionary Sunday. In this case the Missionary Committee, or those responsible especially for the missionary interests in the school, should have charge of the entire devotional service rather than being asked to make a five- or ten-minute contribution to the program. In this way unity will be achieved and the service of worship, including the Scripture, the prayer, and the hymns, may all be made to contribute to the missionary atmosphere. From five to fifteen minutes may be taken for some sort of exercise from the platform presenting information about a particular field or phase of missionary work. Reference books on methodology are listed in the leaflet entitled "Materials for Missionary Education."

Attention is called to the "Special Days" in the Sunday school such as Rally Day, Thanksgiving, Christmas, and so on. These days occur at regular intervals throughout the year and special programs are furnished by one or another of the Boards for each of these days. These programs are devotional and educational in character. They utilize, as a rule, the period of worship without interfering with the time devoted to lesson study. Special hymns and Scripture are provided, together with a brief missionary presentation from the platform. Here is a splendid opportunity to build a program of missionary education for the Sunday school

around the fixed feasts of the children's calendar. The programs referred to above usually carry with them a plan of preliminary preparation so that several Sundays in advance of the date are utilized for drawing the attention of the children to the mission field which is being studied and for giving them information about it. In this way the programs become a practical avenue of missionary education. Moreover, the children delight in anticipating coming events. They like to look forward to these special days. Those who are trying to plan to make the Sunday-school sessions interesting to the children seize eagerly upon the opportunity that is here afforded.

3. **The Women's Missionary Society.** This need not be treated in detail for the reason that in most churches this is the most active and effective organization in the church. Moreover, there is a very complete program of missionary education which has been developed and cultivated over a long period of years by the Women's Boards of Home and Foreign Missions through the agencies of their synodical and presbyterial societies.

4. **Men's organizations.** Many churches have some strong organization of men, either in the form of a men's league or brotherhood, or a men's Bible class, or both. In some instances, a men's forum is one of the features of the activity of such an organization. Special materials are prepared and are available for use with these groups of men, at the Bible-class hour, in forum meetings, or in mission-study classes. The Department of Men's Work is deeply interested in promoting missionary education and there is the closest possible coöperation between these two Departments in trying to make available for the men of our Church the sort of materials that are best adapted to their use.

5. **Young people's organizations.** These include societies of Christian Endeavor (Senior, Intermediate, and Junior), Westminster Guild Chapters and Circles, Light Bearers, and Little Light Bearers, Boy Scouts, Girl Scouts, and similar organizations. The Mission Boards are coöperating with the Board of Christian Education in preparing a complete and adequate program for our Presbyterian young people including missionary education as well as the usual expressional activities. This program will be jointly promoted by all the Boards and in this way it is hoped that missionary education will find its adequate place in all of the young people's organizations of whatever kind. In planning for schools of missions and otherwise developing a church-wide program of missionary education, the children and young people

ought certainly to be taken into account both in their expressional societies and in the Sunday school.

6. **The Vacation Church School and the Week Day School of Religion.** These schools are modern developments in the field of religious education which are growing very rapidly in popularity and which present splendid opportunities for missionary education. The textbooks provided by our denomination, and the Missionary Education Movement contain much missionary material in the regular curriculum, and in addition there is a great field for projects involving handwork through which a definite piece of missionary service may be performed.

THE CHURCH MISSIONARY COMMITTEE

"What is everybody's business is nobody's business," and consequently, if an adequate program of missionary education is to be prepared and carried out in any church, the responsibility must rest very definitely upon some individual or group of individuals appointed for the purpose. This group may well be called the Church Missionary Committee. If the church has a Council of Religious Education (see Bulletin No. 2 of this series) the Church Missionary Committee would be a subcommittee of this council, working in very close harmony and coöperation with it. The Church Missionary Committee should be made up of an active leader from each organization in the church as, for example, the session, the Sunday school, the men's and women's and young people's organizations, and the children's societies. The pastor, of course, will be *ex officio* a member. This committee will be the body responsible for the building of a program of missionary education for the entire church and will delegate responsibility to its members for seeing that the several parts of the program are carried out. Such a committee recognizes the fact that the numerous organizations in the church are already interested in missions and doing something in the way of missionary education. It serves as a clearing house in which all suggested plans may be brought together and correlated, in addition to surveying the church as a whole to realize the points at which work has not yet been begun and to deal with the organizations which need to be brought into harmony with the general plan. Among the things that may be done by the Church Missionary Committee are:

1. Give missions its proper place in the whole educational program of the church and enlist all the church's members, so far as may be possible, not only in active study but also in service for the missionary enterprise.

2. Draw up a year's program of missions for the local church, including all organizations, taking care that all missionary interests are adequately provided for. This program should include a time schedule, to avoid conflicts, and should make the most effective use of the various seasons of the year.

3. Encourage each organization of the church to make the most of the missionary elements in its regular program. This includes the women's societies, guilds, young people's society, Junior Christian Endeavor, Pioneers, and other societies whose regular programs include missions. Also plan and carry out mission study and missionary activities where no regular provision is made for it, as in the Boy Scouts, Girl Scouts, men's clubs and other organizations.

4. Plan and conduct a church school of missions, meeting one evening a week for six or eight weeks. There should be, if possible, both a fall and a spring term. The whole church should be divided into small classes according to ages and interests, each group studying a textbook under a class leader. Full details are given in the Department's free leaflets on the church school of missions.

5. Plan mission-study classes for convenient times and places if a school of missions cannot be held, or in addition to such a school.

6. Advertise all this program adequately and persistently. Enlist the best advertising ability in the church, and use the most effective mediums, such as posters, bulletin boards, the church calendar and the newspaper.

7. Launch the program with a great public meeting, well advertised and with attractive features to draw a crowd. Tell of the plans for the year and arouse enthusiasm for sharing in them.

8. Keep in touch with the Department of Missionary Education and with the Boards, so as to be able to give accurate information on missionary education and on missions to the workers in the various organizations of the church.

9. In the spring, plan a better program for the next year, strengthening the good features, eliminating those which proved ineffective, and including some plans that could not be attempted during the previous year.

10. Select leaders for this new year's work and send them to a summer conference for training.

11. Close the year with a special public presentation by way of reviewing the year and giving a glimpse of what is to come.

The main feature may be a missionary sociable, a pageant, or an exhibit showing what each organization has done in mission study, service, and gifts. Use posters, handwork, dramatization.

It will be noted in the outline suggested above that the pastor is *ex officio* a member of the Church Missionary Committee. This does not mean that he is not an active member. Indeed, in most cases he will be the mainspring of the entire enterprise. He should not only attend the meetings regularly but he should also freely contribute suggestions, encouragement, and inspiration to the Committee in its work. He is in a position to aid materially by his announcements from the pulpit, and in other ways helping to create a missionary atmosphere and point of view in the minds of the people.

MISSION STUDY CLASSES

The advantage of the discussion-group method has been indicated above in our treatment of the educational process. A word or two of advice in the light of practical experience may be helpful to those who are trying to organize classes for mission study. The class should not be too large, nor yet too small. In most cases ten to fifteen members make the ideal class. Too large a number discourages general participation. The more timid members of the group, who most need to be drawn out in the discussions, are afraid to lift their voices in the presence of so many. Discussion is, therefore, confined to a few individuals who monopolize the conversation, or else the class becomes a lecture by the leader and not a discussion group at all. If, on the other hand, the group is too small, there is lack of enthusiasm and the class suffers from a comparatively restricted point of view compared with the larger group where a greater variety of personal opinion is brought to bear upon the subject.

The class should meet in a bright and attractive room, decorated if possible with posters, pictures, and other materials to help to create atmosphere. It is an advantage to have a table around which the members of the class are seated. This serves to prevent the formality and stiffness of the usual type of religious meeting. It also makes it possible for the members of the class to place their books and papers in front of them, and it is more convenient for note-taking. A brief devotional service should be followed by a review of the ground covered in the previous meeting, after which thirty to forty-five minutes may be spent in a discussion of the major problems developed out of the material in that portion of the textbook which has been previously assigned as the basis for the day's study. In the main, the textbook should be used as a source book, and not lavishly followed. The leader may have

the trend of the discussion quite clearly outlined and will probably indicate to the class, preferably by the use of a blackboard, the essential points around which the discussion is to center, or the group may decide on these points or problems to be discussed. He will develop this discussion by asking questions designed to bring out the expression of personal opinion concerning first one topic and then another, rather than questions calling simply for a "yes" or "no" answer.

Much of the profitableness of the outcomes of such a study will depend on the right kind of a leader. He is not to think of himself as teaching a course. He is to guide in an experience. He should free himself from partisanship and dogmatism. He should have a sympathetic respect for the views of others, and an appreciation of the sincerity of those who may not agree with him or who may not always be in agreement among themselves. The leader should stimulate backward members of the group to express themselves frankly and should strive to weave together into a common group statement the contributions of the various members. He will need to make frequent summaries to keep the thinking and discussion moving toward definite findings.

The method should be a combination of creative discussion, investigation, reading, study, exploration, research and experimentation. Only very occasionally and when it is essential for the group to move forward will the leader actually impart information. He is a fellow seeker after truth.

THE CHURCH SCHOOL OF MISSIONS

The church school of missions is an enlargement of the mission-study-class idea and an application of it to the church as a whole instead of to a selected group of individuals within the church. It is an attempt to organize the whole church for the study of its task either at home or abroad. Probably the ideal will not be reached in so far as enrolling the entire membership of the church is concerned, but at least an effort may be made in this direction and the impression may be created that this is a task in which every man, woman, and child in connection with the church should be engaged. Provision should be made for a sufficient number of groups to provide for all the members of the congregation who can be enrolled in the school of missions. The textbook material which is available is carefully graded, not only for the several age groups but also with a view to meeting the requirements of those who are more experienced in mission study and those to whom it is entirely new.

Having determined the subject or subjects to be studied and the number of classes which must be provided, the next step is to find the proper leaders for the several groups. This will take thought and

prayer and may prove a somewhat baffling problem, but it is not without its solution in any church that is seriously determined to undertake it. Where this kind of work is new, and there is a considerable hesitation on the part of those who would naturally be leaders of mission-study groups to undertake this type of service, a normal class can often be arranged, open only to the leaders and their lieutenants (every class should have a leader and an assistant leader) to prepare them for their work. The pastor or a layman may be the leader of such a course. It should meet a day or two in advance of the regular meeting of the school of missions, covering the ground that is to be covered when the classes convene a little later. With this kind of help and encouragement anyone who is likely to be chosen for leadership will be able to undertake the work.

A description has been given above, page 19, of a typical session in a school of missions. It is not essential, however, that all of the groups meet at one time or place, but all must meet within the same block or period of five to eight weeks. The Sunday-school classes may be organized as mission-study classes, following a course of study in their regular sessions during the time when the school of missions is being held, and counting themselves a part of it. Similarly, the young people's organizations may be enlisted. In some churches, instead of convening the main session of the church school of missions in the church, the groups have been arranged upon a geographical basis, the members of each group meeting at the home of a centrally located member. While this plan lacks the benefit unquestionably gained in the coming together of the whole group for worship and for prayer, it conserves the benefit found in the knowledge that all are engaged concertedly upon a common task. It should be apparent from what has been said above that there is sufficient flexibility to the church school of missions to make it possible to adapt the plan to the conditions existing in any church.

In preparing for the school of missions it may be found advisable to appoint a special committee, representative of the whole church, to plan for and carry out the school. This will be virtually a necessity if there is no church Missionary Committee. Additional suggestions concerning the work of such a committee and details as to the plan of conducting a church school of missions may be had by writing to the Department of Missionary Education.

MATERIALS FOR MISSIONARY EDUCATION

TEXTBOOKS A complete series of graded textbooks and other material for mission study, both in home and foreign missions, is available. The theme changes each year as one subject after another is taken up, so that fresh materials and new fields are

constantly being presented to those who follow the plan of study. The textbooks include both a more advanced book for adults doing a thorough piece of work in missionary education and a more popular volume for those who do not care to make such a thoroughgoing study. Appropriate books are published for the several age groups of children and young people. This wealth of carefully graded material is available in both home and foreign missions. A list describing these books in detail and also the collateral material which is available, such as maps, posters, pictures, and stereopticon lectures will be sent by the Department of Missionary Education on request.

HELPS FOR LEADERS The textbooks for mission study are usually prepared on an interdenominational basis and are used simultaneously by fifteen or twenty different bodies of Christians. In order to provide specific information about the work our own Church is doing in the field which is being studied, a package of "helps for the leader" is prepared and is furnished free of cost to mission-study-class leaders whose names are reported. A post card is provided on which this information may be easily given.

The "leader's helps" are put up in packages marked on the outside with the name of the book or books which they are intended to supplement. This is largely leaflet, illustrative material on the work of our mission boards in that particular field. There is also provided a "Manual of Suggestions to Leaders," which outlines the book chapter by chapter with teaching hints and topics for discussion for each session. In the case of books recommended for use in "Program Meetings" instead of the Manual of Suggestions a similar pamphlet entitled, "How to Use," is furnished.

SECURING FREE HELPS The helps for leaders for both program meetings and mission study classes are to be had on request from the Central Distributing Departments located in New York, Philadelphia, Chicago, St. Louis, Minneapolis, and San Francisco. Cards are furnished addressed to these agencies of the Department, and may be had on request from the Central Distributing Department District Offices, or any of the coöperating Boards, Presbyterian Secretaries for Missionary Education, or from the headquarters of the Department. If no card is at hand a letter addressed to the nearest Central Distributing Department or other agency of the Department will bring the "helps" by return mail. It is necessary to state that the helps are for a leader of a mission study class or a program meeting (as the case may be), and to give the name and address of the leader, and the name of the textbook to be studied. Helps

are not general in character but are based upon particular books. They contain about fifty cents worth of valuable material and are furnished free only for the purpose, and on the conditions, specified above. Those who desire additional sets of "helps" over and above the free package or for any purpose not covered by the prescribed conditions may obtain them at 35 cents each.

REPORTS All mission study classes wherever and under whatever auspices held, should be reported to the Secretary for Missionary Education of the Presbyterian Society. This officer of the women's organization renders an important and unselfish service in keeping a record of all classes held in all the churches and societies within the bounds of the Presbytery. She reports at regular intervals to her Synodical Secretary, to the Director of Missionary Education appointed by the Presbytery, and to the New York office. She is supplied with a convenient report form on which the essential facts about the class may be stated. Pastors and church workers promoting study classes and schools of missions will confer a favor by seeing that each class reports its work in this way.

ADDITIONAL MATERIAL Material for programs other than those based on textbooks and for use on special occasions or in special ways will be furnished upon application either to the Central Distributing Department or to the Department of Missionary Education.

RELATION OF THE WOMEN TO THE PROGRAM OF MISSIONARY EDUCATION IN THE LOCAL CHURCH

The splendid work of the women's organizations in missionary education ought to be recognized at this point. They have been largely the pioneers in developing this type of mission study, and for a long time they were the only ones who were successfully doing it in our Presbyterian churches. Those who have been most active and most successful in carrying on this work through the agency of the women's missionary societies are rejoicing in the new day that has now dawned in which the Church as a whole accepts their program and faces the responsibility as its own. The leaders in the women's missionary society in any church should certainly be consulted at the very outset in projecting a church school of missions, and the benefit of their experience, enthusiasm, and coöperation should be utilized. If it seems best to organize certain groups in the school of missions under the auspices of the women's missionary society, no possible objection can be raised, and in any case the women are entitled to report to their

presbyterial officers the classes in church schools of missions in which their members are enrolled.

When the Church Missionary Committee is set up in any local church, the women's organization will, of course, be represented in it and will thus help in shaping the general program for the church as a whole. When they undertake the promotion of this program, however, it will not be the program of their own organization alone or of any particular group within the church but the program of the church as a whole. This vastly strengthens their position in trying to accomplish a more thoroughgoing piece of missionary education work.

The relation between the pastor and the leaders of the women's missionary organizations ought to be very close. While he will not be likely to attend their meetings, and it is probably not desirable that he should make a practice of doing so, he will want to keep closely in touch with the work that they are doing. Properly approached, he will doubtless be open to suggestions from the women's organizations. There are, of course, many ways of trying to secure the pastor's participation in the missionary education program, and there are those who defeat the laudable purpose they have in view by the way in which they attempt it. But few pastors will fail to respond to a courteous request to help at specific points and in specific ways.

SECURING THE LEADERS

One of the chief difficulties in carrying out a program of mission study in the average church lies in securing the leaders who are to teach the several groups. Some churches seek outside leadership in the attempt to solve this problem, but in the judgment of the Department of Missionary Education this is a grave mistake. One of the principal values in the program of missionary education is the development of latent and undiscovered leadership. With the helps that are provided by the Department the leading of a mission-study class is not so difficult as one would think. Large numbers of men and women who have never before done anything of the sort have been encouraged to try it with the help thus furnished, and as a result have discovered a capacity for service of which they were formerly unaware.

Another means of developing leadership is to send those who are the prospective leaders for the coming season to one of the summer conferences in order that they may study the textbooks which they are to teach, under the expert leadership provided by the Boards. These summer conferences are of two sorts. There is the denominational conference, primarily for young people and conducted by the Board of Christian Education through its Young People's Work, and the interdenominational missionary conference. In the young people's confer-

ences the leading textbooks in both home and foreign missions are taught and courses on missionary methods in the Sunday school and young people's organizations are given besides. The other type of conference is designed primarily for those who have already been in the denominational conferences. It is interdenominational in character and purely missionary in curriculum. The most able leaders of all denominations constitute the faculties of these missionary conferences. These are the postgraduate schools in missionary education and through the "two-hour normal classes" present the last word in training for teaching mission-study classes. Some of these conferences are held under the auspices of the Missionary Education Movement and others (exclusively for women) under the auspices of The Federation of Women's Boards of Foreign Missions of North America and The Council of Women for Home Missions.

In all of the summer conferences referred to above, the program is built upon the same general principle, the mornings being devoted to study, the afternoons to recreation, and the evenings to inspirational meetings with missionary and similar addresses. There is an atmosphere of serious purpose and Christian fellowship which does not detract from the thoroughly good time which is enjoyed by all those who share the privilege of the conference. Testimony is constantly coming in as to the value of these conferences in terms of enlarged vision, deeper sympathy, greater consecration. Those who are planning missionary education in the local church would do well to lay out the work for the coming year some time in the spring; select the leaders for the prospective classes not later than the first of June; and see to it that they are sent to summer conferences to be trained for the work which they are to do in the fall and winter.

The expense of the summer conferences is not great. It need not necessarily be borne by the individual. Those who are sent go to represent the church and to secure the training which they need to fit them for the doing of its work. Their expenses are a legitimate charge (in part at least) either upon the funds of the church or upon a special fund raised for the purpose. Experience shows, however, that where a delegate pays part of his or her own expense a larger degree of responsibility results and in addition the church is able to send a larger delegation. This is a distinct advantage in view of the fact that a number of delegates returning together from such a conference and with a common experience are able to inject more enthusiasm into the church upon their return.

THE DIRECTOR OF MISSIONARY EDUCATION

A few words are in order concerning a person upon whose shoulders rests a large measure of responsibility for carrying out the plans

described above, namely, the Director of Missionary Education.

This is a position of great importance and vast usefulness. In the local church this director is the person responsible for the missionary-education interests. Where there is a church Missionary Committee, he is the chairman, with a real responsibility for leadership in that important group. He should be selected by the session after earnest and prayerful consideration, with a view to making the most of such an important office. The name and address of the director should be reported to the director of missionary education in the presbytery and also to the Department of Missionary Education in New York City. The director thereby becomes the point of contact between headquarters and the local church and in his hands will be placed much valuable material to assist him in his work. One of his chief duties will be to surround himself with a group of workers who are the leaders of the missionary activities of the several organizations of the church, and to coördinate their work. He should immediately call into consultation such persons as the secretary for missionary education of the women's missionary society, the chairmen of the Missionary Committee of the Sunday school, and of the similar Committee of the Christian Endeavor society.

In the presbytery the director of missionary education is an active pastor or a layman appointed by the presbytery and charged with this special responsibility. He is a member of the presbytery's Committee on Program and Field Activities. As in the case of the local church he should be the chairman of the Committee on Missionary Education and this Committee may in turn be a subcommittee of the presbytery's Committee on Christian Education. In any case, such a committee should be a coöperative committee made up of those appointed by the presbytery and by the women's presbyterial missionary society with a view to preparing and promoting the program of missionary education throughout the bounds of the presbytery. Such a program, after approval by the presbytery's Committee on Program and Field Activities, should be reported simultaneously to the presbytery and to the presbyterial missionary society in order to be endorsed by them and thus to become the official program for the churches and for the women's organizations.

In the case of the local church, the director of missionary education may be a woman, appointed by the session and with the responsibilities indicated above. In the case of presbytery, however, the director of missionary education should be a member of that body, either a pastor or a ruling elder. This makes it possible for him to bring into the meeting of the presbytery such reports and recommendations as one of the constituent members of the body to which he presents them,

just as the woman designated for the purpose of carrying the same program into the presbyterial society enjoys the full privilege of the floor in presenting the recommendations to her organization.

The General Council has recommended that the presbytery designate its director of missionary education as one of the members of its Standing Committee on Program and Field Activities. At the same time he may be made *ex officio* a corresponding member of the Committees on Foreign and National Missions or members of these committees should serve on the subcommittees of Missionary Education. In this way several programs of missionary promotion and education which might otherwise be separately devised and independently carried forward will all be cleared with a minimum of misunderstanding, overlapping, and consequent impairment of efficiency and waste of energy.

If the director of missionary education in the presbytery is to do his best work, it is essential that he be in the fullest accord, and work in the closest coöperation, with others who may be engaged in similar or correlated tasks. He ought to be in frequent conferences with the secretary for missionary education of the women's presbyterial missionary society. They are the agents of their respective organizations for carrying out the program referred to above. This program must be coöperatively built and promoted. If a coöperative committee like that described above cannot be established, the two persons who bear this responsibility in their respective organizations should certainly work together upon a common program.

A large part of the work of the director of missionary education will be in personal conversation with the pastors of the several churches to stimulate them in projecting adequate programs for missionary education in the churches which they serve. It may be expedient for him to visit the churches of his presbytery, thus getting in touch with the workers in the local churches, or he may find it feasible to hold a missionary institute for the presbytery. Such conferences have been most helpful in many instances. The interchange of experiences has helped to throw light upon problems that were baffling some of the members of the group, and fresh enthusiasm and incentive have resulted from this opportunity for the consideration of a common task. If it is impossible for the director of missionary education to visit every church in his presbytery, he would do well either to arrange a series of conferences at conveniently located points or else to select those churches which need the stimulus of his assistance. It would be better to do an intensive piece of work with needy churches, shifting the effort another year to another group of churches,

than to try to cover in a superficial way in one year the entire field for which he is responsible.

There ought also to be a director of missionary education in the synod. His relationships and duties will be identical with those of the director of missionary education in the presbytery, except that in doing his work he will deal with directors of missionary education in the presbyteries rather than with individual churches.

THE SYNODICAL, PRESBYTERIAL, AND LOCAL SECRETARIES OF THE WOMEN'S ORGANIZATIONS

Each women's synodical, presbyterial, and local missionary society is expected to elect as a member of its executive body a woman who shall be the secretary for missionary education.

In selecting her these characteristics should be considered: she should be a person with a deep conviction of the need and place of missionary education in the educational program of the church, enthusiasm for the cause of missions, some knowledge of the technique of missionary education, and ability as a promoter.

The function of the synodical secretary for missionary education is to promote missionary education through the presbyterial secretaries for missionary education and to coöperate in such promotion with the synodical secretaries for young people's, intermediate-senior, and children's organizations.

The presbyterial secretary for missionary education in like manner functions through the corresponding secretary of the local women's missionary society and in coöperation with the presbyterial secretaries for young people's, intermediate-senior, and children's organizations. Through correspondence, presbyterial meetings and institutes, personal conferences, specific help, suggestions, and encouragement, she is to promote missionary education in all of its phases and for all ages through these related secretaries.

There will, of course, be the closest coöperation in making and promoting a program for missionary education between the synodical secretary of missionary education and the synod's officer with the same responsibility, and between the presbyterial secretary for missionary education and the director for missionary education in the presbytery.

The synodical and presbyterial secretaries for missionary education should be members of the Committee on Missionary Education of the synod and of the presbytery respectively.

The secretary for missionary education of the local women's missionary society should be a member of the Church Council of Religious

Education or Committee on Missionary Education and in some cases may be the chairman of the committee or director of the department in the local church. Her duties as local secretary are to see that a strong and adequate program of missionary education is developed in the women's missionary society, in the young people's societies, and in the several organizations existing for children of all ages. She should include the Sunday school in this program if there is no other agency providing missionary education for it. While the promotion of missionary education among the young people and children is the responsibility of the leaders for these organizations, the secretary for missionary education can be of great assistance to these leaders by help and suggestion.

In so far as the church is organized for missionary education, this secretary of the women's society will coöperate and will help to develop and promote the work for the whole church, relating the women's study classes and other missionary educational projects to the church school of missions, church institutes, and the like.

COÖPERATION


The Department of Missionary Education is at the service of those who have any responsibility in the respects indicated above. Correspondence is invited and an attempt will be made to give personal attention to every request for help or information. Pamphlets and leaflets dealing with methods are being brought out from time to time to help those who are attempting to do this work in local churches, in presbyteries, and in presbyterial societies. Most of these helps will be furnished without cost to those who ask for them. In addition to those leaflets which deal with methods, abundant material on the work of missions, both foreign and national, is available from the Central Distributing Department. Where mission-study classes or schools of missions are organized, special packages of helps are prepared and furnished to the leader of each group, provided notice is sent in advance concerning the prospective class. For the convenience of those who wish to enroll mission-study classes and secure free helps for leaders, an enrollment card is printed and will be furnished in any quantity desired, or it is possible simply to write to the Department of Missionary Education, or to the Central Distributing Department, listing the classes which are being organized and giving in each case the name and address of the leader and the title of the textbook to be studied. This information is essential in view of the fact that a separate package is prepared on each textbook and that packages are sent only to leaders of enrolled classes. Into each such package of helps there goes a manual of suggestions for teaching the particular textbook to

be studied, chapter by chapter. There is also available at small cost much valuable material concerning the work of our own denomination in that particular field. The Annual Reports of the Boards are already in the hands of every pastor and contain valuable material. On the shelves of the Foreign Missionary Library, and of the Department of Education and Publicity of the Board of National Missions, 156 Fifth Avenue, New York City, are hundreds of missionary books which are lent merely for the cost of postage to those who wish to borrow them. Inquiries concerning materials for missionary education or requests for help in organizing any form of mission study should be directed to the Department of Missionary Education, 156 Fifth Avenue, New York City.

THE SPIRIT IN WHICH WE WORK

All will agree that a work so important and so vitally connected with the progress of the Kingdom of God ought to be undertaken with a keen sense of responsibility and in the spirit of earnest and conscientious prayer. The spirit of missionary education ought to be essentially the same as the spirit of the missionary enterprise itself. A great many people in any community judge missions, not by the missionary work, of which they know very little, but by those who are the representatives of missions in the community. It is, therefore, incumbent upon missionary workers in the local church to keep their methods and spirits as fine, as high, and as devoted as is the cause they represent.

Leaflets listed below can be procured from the Department of Missionary Education or the Central Distributing Department nearest you (addresses below).



"What Is a School of Missions?" Free.

"Is a School of Missions Worth While?" Free.

"What They Think of the Church School of Missions." Free.


"Conducting a Normal Institute." Free.

"Materials for Missionary Education." Free.

Bulletin No. 15. "Missions in the Church School." Free.

"Teaching Teachers to Teach Missions." Free

"Missionary Education for Men." Free.



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